

SPRINGFIELD ELEMENTARY

2741 Clover Street
Charleston, SC 29414

GRADES PK-4 Elementary School

ENROLLMENT 753 Students

PRINCIPAL Jackie Dingel, Ph.D. 843-763-1538

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 22 | 36 | 2 | 0 | 0 |

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2001 | Good | Below Average | N/A |
| 2002 | Good | Below Average | N/A |
| 2003 | Good | Below Average | Yes |
| 2004 | Good | Below Average | Yes |

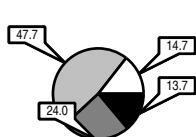
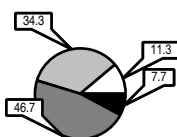
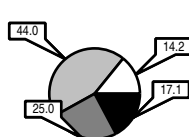
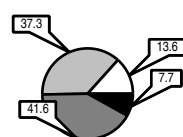
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

47.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Mathematics****Elementary Schools with Students like Ours****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

| | | |
|---|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts - State Performance Objective = 17.6% | | | | | | | | | |
| All Students | 320 | 99.3 | 10.7 | 34.6 | 47.0 | 7.7 | 67.8 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 154 | 100.0 | 13.4 | 35.0 | 44.6 | 7.0 | 63.7 | | |
| Female | 132 | 98.5 | 7.8 | 34.0 | 49.6 | 8.5 | 72.3 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 168 | 100.0 | 6.0 | 31.0 | 51.1 | 12.0 | 77.7 | Yes | Yes |
| African-American | 104 | 99.0 | 20.8 | 42.6 | 36.6 | 0.0 | 48.5 | Yes | Yes |
| Asian/Pacific Islanders | 5 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 9 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 251 | 100.0 | 6.4 | 35.7 | 49.2 | 8.6 | 71.8 | | |
| Disabled | 35 | 94.3 | 46.9 | 25.0 | 28.1 | 0.0 | 34.4 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 286 | 99.3 | 10.7 | 34.6 | 47.0 | 7.7 | 67.8 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 3 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 283 | 99.3 | 10.8 | 33.9 | 47.5 | 7.8 | 68.5 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 113 | 98.2 | 21.0 | 41.0 | 35.2 | 2.9 | 48.6 | Yes | Yes |
| Full-pay meals | 171 | 100.0 | 5.2 | 31.1 | 53.4 | 10.4 | 78.2 | | |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics - State Performance Objective = 15.5% | | | | | | | | | |
| All Students | 320 | 99.7 | 14.4 | 47.8 | 24.1 | 13.7 | 51.8 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 154 | 100.0 | 15.3 | 48.4 | 21.7 | 14.6 | 50.3 | | |
| Female | 132 | 99.2 | 13.4 | 47.2 | 26.8 | 12.7 | 53.5 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 168 | 100.0 | 8.7 | 44.0 | 28.3 | 19.0 | 62.5 | Yes | Yes |
| African-American | 104 | 99.0 | 26.7 | 54.5 | 15.8 | 3.0 | 30.7 | Yes | Yes |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 9 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 251 | 100.0 | 10.2 | 47.4 | 27.1 | 15.4 | 56.8 | | |
| Disabled | 35 | 97.1 | 48.5 | 51.5 | 0.0 | 0.0 | 12.1 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 286 | 99.7 | 14.4 | 47.8 | 24.1 | 13.7 | 51.8 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 3 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 283 | 99.7 | 14.2 | 47.6 | 24.3 | 13.9 | 52.4 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 113 | 99.1 | 26.4 | 50.9 | 17.9 | 4.7 | 34.0 | Yes | Yes |
| Full-pay meals | 171 | 100.0 | 7.8 | 46.1 | 27.5 | 18.7 | 61.7 | | |

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|------------------------------|----------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| English/Language Arts | | | | | | | | |
| 2003 | Grade 3 | 163 | 99.4 | 10.1 | 37.3 | 50.0 | 2.5 | 52.5 |
| | Grade 4 | 177 | 99.4 | 18.1 | 44.6 | 33.1 | 4.2 | 37.3 |
| | Grade 5 | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 141 | 99.3 | 9.7 | 33.1 | 48.3 | 9.0 | 57.2 |
| | Grade 4 | 145 | 99.3 | 13.6 | 39.0 | 42.9 | 4.5 | 47.4 |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2003 | Grade 3 | 163 | 100.0 | 8.8 | 52.2 | 23.9 | 15.1 | 39.0 |
| | Grade 4 | 177 | 100.0 | 18.6 | 41.9 | 23.4 | 16.2 | 39.5 |
| | Grade 5 | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 141 | 99.3 | 11.0 | 54.5 | 26.2 | 8.3 | 34.5 |
| | Grade 4 | 145 | 100.0 | 20.0 | 45.8 | 20.0 | 14.2 | 34.2 |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------|-----------------------|--|--------------------------|
| Students (n= 753) | | | | |
| First graders who attended full-day kindergarten | 95.8% | N/C | 100.0% | 100.0% |
| Retention rate | 2.6% | N/A | 2.1% | 2.7% |
| Attendance rate | 96.9% | No change | 96.6% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 5.0% | | 3.5% | 4.6% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 4.7% | | 2.9% | 3.5% |
| Eligible for gifted and talented | 16.7% | Down from 19.4% | 20.3% | 13.5% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 5.8% | Down from 5.9% | 7.7% | 8.2% |
| Older than usual for grade | 0.7% | Down from 9.1% | 0.5% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No change | 0.0% | 0.0% |

| | | | | |
|---|-----------|-------------------|-----------|-----------|
| Teachers (n= 59) | | | | |
| Teachers with advanced degrees | 49.2% | Up from 46.7% | 54.7% | 51.4% |
| Continuing contract teachers | 84.7% | Up from 83.3% | 89.9% | 87.5% |
| Highly qualified teachers** | 83.7% | N/A | 95.1% | 95.0% |
| Teachers with emergency or provisional certificates | 5.7% | | 0.0% | 0.0% |
| Teachers returning from previous year | 85.5% | Up from 84.3% | 88.7% | 86.7% |
| Teacher attendance rate | 95.0% | Down from 96.0% | 95.2% | 94.9% |
| Average teacher salary | \$41,635 | Up 7.5% | \$42,302 | \$40,760 |
| Prof. development days/teacher | 14.3 days | Up from 12.9 days | 10.6 days | 12.4 days |

| | | | | |
|---|-----------|---------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 15.0 | Up from 14.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 20.7 to 1 | Down from 21.5 to 1 | 20.1 to 1 | 18.9 to 1 |
| Prime instructional time | 91.0% | Down from 91.8% | 90.8% | 90.0% |
| Dollars spent per pupil* | \$4,476 | Up 1.7% | \$5,746 | \$6,044 |
| Percent of expenditures for teacher salaries* | 70.9% | Up from 69.4% | 67.9% | 65.9% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | Up from 90.3% | 99.0% | 99.0% |
| SACS accreditation | No | No change | Yes | Yes |
| Character development program | Excellent | N/A | Good | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|-----------------|---------------------|
| Highly qualified teachers in low poverty schools** | 88.1% | 92.0% |
| Highly qualified teachers in high poverty schools** | 87.8% | 91.1% |
| | State Objective | Met State Objective |
| Highly qualified teachers in this school** | 65.0% | Yes |
| Student attendance in this school | 95.3% | Yes |

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Located in a quaint neighborhood in the heart of the Ashley River historical district, Springfield Elementary School is committed to increasing student achievement for all students. Highly qualified teachers differentiate instruction to meet the needs and learning styles of each child.

Springfield continues to achieve performance excellence with the help of 13 business partners, an active School Improvement Council, a dedicated Parent Teacher Association, and countless parent volunteers. Each intricate part plays a significant role in providing students with the opportunities to develop their maximum potential by establishing building blocks to create their future.

Teachers at Springfield Elementary pursue excellence with nearly half of the staff earning advanced degrees and 11 achieving National Board Certification.

As a Showcase Technology School, Springfield integrates cutting-edge technology with South Carolina Curriculum Standards. Each classroom is equipped with four desktop computers, a projection device, and a laptop computer for instruction. Classes rotate to two open access labs throughout the week that each house 30 desktop computers, a Smart Board, and a networked printer. The music curriculum contains a state-of-the-art Yamaha Music in Education Lab. Electronic drawing tablets assist with technology integration in art, and heart rate monitors are used in physical education in accordance with state standards.

Due to the construction of a newly commissioned elementary school in Charleston County's District 10, our student population will be considerably reduced for the 2004-2005 school year. This modification in numbers will provide opportunities to offer new programs that will provide strong foundations for the children of Springfield Elementary School.

Jacqueline Dingel,
Principal

Angel Charpia,
School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 41 | 121 | 68 |
| Percent satisfied with learning environment | 95.1% | 89.3% | 97.0% |
| Percent satisfied with social and physical environment | 90.2% | 88.1% | 95.4% |
| Percent satisfied with home-school relations | 100.0% | 83.3% | 73.8% |

*Only students at the highest elementary school grade level at this school and their parents were included.